

At-Turats*Jurnal Pemikiran Pendidikan Islam*journal homepage: <http://jurnalainpontianak.or.id/index.php/atturats>**ENHANCING ISLAMIC EDUCATION STUDENT'S READING COMPREHENSION BY USING AUTHENTIC MATERIAL****Sulaiman****State Islamic Institute of Pontianak, Indonesia****sulaiman@iainptk.ac.id****ABSTRACT**

The study is aimed to enhance reading comprehension of the second semester students of PAI students of FTIK IAIN Pontianak by using Authentic Material. This is an action research with the subjects were 34 students of Islamic education students (PAI) FTIK IAIN Pontianak in academic year 2018/2019. This is in two cycles and the result was it is effective in enhancing the Islamic education students' reading comprehension. These materials were much effective when the students together with the authentic task. The improvements such as more focus and active in participating classroom activities in classroom, also motivated and interesting in reading activities. And the class atmosphere is more enjoy and enthusiastic. .

Key Words: Reading comprehension, Authentic Material, CAR (Classroom Action Research)

INTRODUCTION

The aims of teaching language such as English are to develop reading, writing, listening, and speaking skill. To create the comfortable classroom activities for student, the teachers are expected to design the classroom activities that can develop four skills such as reading, writing, speaking, and listening. Reading is vital language skills that need to be learned. According to Milkulecky and Jeffries (1998: 1)¹ explain some reason why reading comprehension is important. First, comprehension in reading helps the students learn to think about give opinion or suggestion. Second, reading comprehension helps the students build their English vocabulary. Third, it can help

leaners to think such as in national final exam, reading is one of the skills tested. This indicates that reading comprehension has to be taught well.

According to the teaching observation, there are still some problems that found in the classroom regarding in teaching reading such as the students got difficulties in finding the main idea of the text, the students also have difficulty in finding specific information, lack of vocabulary also become the problem of the students that makes them are not be able to understand the context of the words and also have difficulties in differentiate between reference and inference. It means that students have difficulty in understanding a text.

So, the researcher tried to enhance the reading comprehension by using the authentic

¹ Milkulecky, and Jeffries (1998). Reading Power.

New York: Addison Longman, Inc

Wesley

materials(AM) because that media can create an enjoyable leaning atmosphere and also make students easily implemented in the classroom by connecting to their previous knowledge in current issue. By creating enjoyable learning condition it is expected that the previous problems can be solved and the teaching-learning process can run effectively.

There is a study already prove that AM is an effective way in teaching reading for students. It is supported by the research finding from Khoirul Fajar Marwan² in 2014 that also revealed that By using Authentic Materials the process of study can run effectively and the students will not be bored. Hence, the researcher tried to improve students' reading comprehension by using authentic materials to solve the problems.it is hope that the second semester students of PAI Students of FTIK IAIN Pontianak can improve their reading comprehension by using authentic materials in the teaching and learning process of reading. By authentic materials,

the students are guide to have more comprehension in reading the text. The teachers set the question to guide them so that it is hope can improve their reading comprehension.

Literature Review

Brown (2004: 189) implies that reading is the activity in which one not only watches words written on the paper but also looks for the meanings of them.³ Simply, after reading, readers are required to understand the meaning implied by the writer of the text they have just read. Sprat,Pulverness,and William(2005:21⁴) implied that the goal of reading is making rasional and make sense of the reading passage. Further more Lenz in 2005⁵ said that reading process must involve the readers previous knowledge to understand the passage. Based on Klinger in 2007 reading comprehension is the process of constructing meaning by coordinnating a number of complex process that included word reading, word knowledge and fluency. It refers to the ability in interpreting the words,understanding meaning and the relationships among ideas

² Marwan, K.F. (2014). Improving The Students English Reading Comprehension Thourgh Authentic Materials In SMK N 1 Godean Grade XI In The Academic Year 2013/2014. State University of Yogyakarta.

³ Brown, H.D. (2004). *Language Assesment: Principles and Classroom Practices*. New York: Longman.

⁴ Spratt, M., A. Pulverness, and M. Williams. (2005). *The TKT (Teaching Knowledge Test) Course*. Cambridge: Cambridge University Press.

⁵ Lenz, K. (2005). "An Introduction to Reading Comprehension", <http://www.scribd.com/doc/54218136/An-introduction-to-Reading-Comprehension>. Retrieved on 5 March 2017

conveyed in a text.⁶ Snow (2002: 11⁷) defines reading comprehension is the process of simultaneously extracting, and constructing meaning through interaction with written language. The process involves decoding the author words and then using background knowledge to construct the understanding of the writer's message.

There are two experts that the researcher has identified who mention aspect of reading comprehension. First is Chesla (2001: 1) in her book⁸ mention four basic reading comprehension skills that are also called aspects. The aspects of reading comprehension based on Chesla comprise of active reader, finding main idea, figuring words mean without dictionary, and telling the difference between fact and opinion. The second is Turlington (2013:147)⁹ mention five most common aspects of

reading comprehension are usually used in the reading test. Those are question of fact of detail, understanding the main idea, reference, vocabulary and inference. Brown in 2001¹⁰ has also stated some principles in designing reading technique that also should implement in authentic materials in classroom. The goal of that technique is to develop communicative competence in a real life. Nunan (1999: 67)¹¹ also defines authentic material as spoken and written language data that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching and by using authentic materials, the students can use the authentic data from real world context into classroom.

Gebhard (1996)¹² Said that authentic materials is a way in contextualize the language and make the language use as the real context. Furthermore by Bacon and Finnemann in 1990¹³ argued that authentic

⁶ Klingner, J.K., Vaughn, S. and Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.

⁷ Snow, Catherine. E. (2002). *Reading For Understanding: Toward A Research And Development The Program In Reading Comprehension*/ Catherine Snowp.Cm. "Mr-1468." Includes Bibliographical References, Isbn)-8330-3105-8.

⁸ Chesla, Elizabeth. (2001: 1). *8th Grade Reading Comprehension Success*. New york: Leraning Express.

⁹ Turlington R.Shannon (2013). *Master The Civil Service Exam (5th Ed)*. USA: Peterson's

¹⁰ Brown, D.H. (2001). *Teaching by Principles; An Interactive Approach to Language Pedagogy Second Edition*. San Francisco: Addison Wesley Longman, Inc.

¹¹ Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.

¹² Gebhard, J. G. (1996). *Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.

¹³ Bacon, S., & Finneman, M. (1990). A study of attitudes, motives, and strategies of university foreign language students

material is pedagogical purpose by learning text

RESEARCH METHODOLOGY

In this study, researcher applied a classroom action research(CAR). According to Ferrance (2000: 2)¹⁴ CAR is aimed to improve the process of learning. This is also strengthen by Kemmis and Mc taggart¹⁵ that said CAR is an approach to improve the education by making change and learning by the process of the changes.

The subject of this research is the students of second semester of PAI Students of FTIK IAIN Pontianak. The research needs to have process that is considered as the whole research process which is going to be conducted by the researcher. Kemmis in Hopkins (2008:50)¹⁶ stated that action research cycle is started by planning, implementation (action and observation), reflection (further facts and analysis), general idea revision and plans for subsequent action steps.

In this research, the cycles is continue until the researcher gains the satisfying result and/ or has passed/

achieved the passing grade decided before by the researcher and the teacher. The research started by having planning, acting, observing, and reflecting. The process is repeat until the research has achieved the learning goal or it could be said that the research can be stopped whether the students had improved their reading comprehension by authentic materials.

RESEARCH FINDINGS

The Qualitative and Quantitative Data

a. Qualitative research

1. First cycle

In the cycle I, the researcher acted as a teacher teaching recount text. The researcher used 2 meeting. This cycle had 2 meetings because the time was limit to give explanation about the learning material and also the understanding about the steps of Authentic Materials then applied the method in a meeting. The descriptions about the steps of the first cycle as followed:

1) Planning

The teacher and collaborator discussed what activity would be done in this stage including the preparation of lesson plan, materials for teaching reading comprehension. The other things that would be made by teacher and collaborator were observation sheet, field

and their disposition to authentic oral and written input. *Modern Language Journal*, 74(4), 459-73.

¹⁴ Ferrance, Eileen. (2000). *Themes in education; Action Research*. USA: Northeast and Islands Regional Educational Laboratory at Brown University.

¹⁵ Kemmis, S. And Mctaggart. (2008) *The action Research Planner*. Victoria: Deaken University Press.

¹⁶ Hopkins, David. (2008). *A Teacher's Guide To classroom Research*. Open University Press: England.

notes, and also prepared classroom.

2) Acting

In this stage the teacher conducted a research of the teaching of reading comprehension through Authentic Materials. There is only acting or treatment in this stage. firstly, the teacher greeted the students and asked some question as motivating strategy before beginning the lesson. Secondly, the teacher showed an example of recount text and gave some question related to the material, so that the students know about the topic of lesson. The teacher used recount text as reading passages. Then, the students were given an exercise to get the information from the text by asking questions.

3) Observing

a. Observation sheet

Based on the result of observation sheet in the first cycle, the teacher was not able to explain the material and authentic materials clearly. The students followed well in doing a task. The most of students found problems in asking and answering the questions. The most of students did not understand with the authentic material step. The most of students followed the steps. The most of students did not read the text. It can be concluded that the students needed more instructions and explanations from the teacher.

b. Field note

At this meeting, the students were not so enthusiastic in learning the passage

through authentic materials. the students did not pay attention well to the teacher's explanation. Some students looked busy with themselves.

Some students also could not answer teacher question related the learning material. The most students felt confused. For the teacher's performance, the teacher looked nervous at the first time, the teacher could not get the students attention then the teacher had to repeat 2 times in explaining the learning material in the first meeting of this cycle. But, in the second meeting, , the teacher had started to enjoy the class then the teacher could get the students attention.

c. Reading test

Based on the students' reading test in the first cycle, the students got low score. There were 2 students could passed the passing grade. It means that there were 32 students who could not passed the passing grade. Got score the mean score for the first cycle is 50.29. Based on the mean score of students reading test in the first cycle was poor. It can be concluded the students still weak in the aspects of reading English.

4) Reflecting

Based on the result of the data form that already observed by the researcher and the collaborator, the students' problems in reading comprehension was not solved. The students did not participate well in applying the authentic materials method and also their score in reading test is low or poor. Then, the researcher concluded that must do the next

cycle to improve students reading comprehension. In the next cycle, the teacher had to make sure all of students' attention only focus on her explanation. The teacher also had to give more time for the students to prepare themselves before apply the method. So, the students would not confuse or get difficulties to ask or answer the questions.

2. Second cycle

In the second cycle, the researcher also used 2 meeting. This cycle had 2 meetings because the time was not enough to give explanation about the learning material and apply authentic materials in once meeting. The steps in conducting the cycle are planning, acting, observing and reflecting. The descriptions about the steps of the second cycle as followed.

1) Planning

In this stage, the teacher still did the same as in cycle 1 that was preparing lesson plan and materials. The others were observation sheet, field note and also prepared classroom. In this cycle the teacher focused on improving the students' ability at reading comprehension through authentic materials.

2) Acting

In this phase, the teacher tried to increase the students' reading comprehension through authentic material. Through one treatment (acting). All activities are as follows:

a) The teacher reviewed the recount text which was covered the definition, language features, generic structures, and the purpose of recount text as well as the aspect of reading comprehension.

b) After presenting the material, the teacher asked the students to read the text from the newspaper.

c) After that, the teacher asked students to answer the questions based on the text given.

d) Finally, in the second meeting the teacher gave the students an assessment in form of objective test to know the students' achievement on reading comprehension on recount text by using authentic material.

3) Observing

a) Observation sheet

Based on the result of observation sheet in the second cycle, the teacher was able to explain the material or authentic materials clearly. The most of students followed well in doing the task. The most of students did not find problems in answering the question. The most students followed the step. The most of students could understand with the step of authentic materials. Based on the result of observation sheet in the second cycle, the activities during the teaching learning process showed there was an improvement. It could be meant that the students' performance in the second cycle also showed that there were significant improvement in students' reading English.

b) Field note

Based on the result of field note, there are some progress happened, the most of students pay attention well to the teacher's explanation. The most of students looked seriously and focus in listening teacher's explanation. The most of students also could answer the teacher question related the learning material. The most students did not confused again. For the teacher's performance, the teacher looked confidence in this cycle, the teacher could get the students attention and the teacher able in explaining the material and the method clearly. The environment in the class during the learning process is under control. the students participated well in the class.

c) Reading test

Based on students' reading test in the second cycle, the students' score had progress. Almost of students got score above 75. The mean score for the second cycle is 79,41. It can be concluded that the students got improvement reading English.

4) Reflecting

Based on the result of the data form that already observed by the researcher and the collaborator, there was significant improvement for students' reading comprehension from the first cycle to the second cycle. in the second cycle, the students was better in participating when applied the authentic materials, and also their score in reading is good. Then, the researcher concluded that the cycle can be

stopped in this second cycle because the students already showed some progress in reading skill.

b. Quantitative Research

Based on the test conducted in the research, the students showed their improvement in reading comprehension. The students' average score in cycle I was so poor. The students' average score was only 50.29. There were only 2 students who passed the passing grade. It means there were 2 students who got score above 75. Then, there was significant improvement in students' reading comprehension in cycle II. The students' average score in cycle II was 79,41. It means almost of the students got score above 75. Furthermore, the students' improvement in reading comprehension was good in this research.

1. First cycle

The data was obtained from measurement test that was conducted in form of multiple choices which consist of 20 items. The students' reading comprehension on recount text score that was conducted in cycle 1 was categorized as having average to good. Students' highest score was 75 and the student's lowest score was 35. Then, the students' average score was 50.44.

2. Second cycle

Based on the data was obtained from measurement on students' reading. The result showed that the students' achievement on reading test got an improvement. Although, there were some students still found a little

difficulties in doing the test but the fact proved that the students' achievement score showed that they got the improvement than the first cycle. The students who got highest score was 95 and the student who got lowest score was 65. As the result, the researcher had also inputted the students individual reading score from cycle to cycle as displayed below:

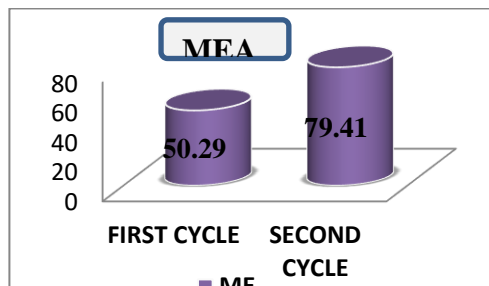


Figure 1 The Students' Mean Score percentage between first cycle and second cycle

From the figure 1 above, it can be seen that the result of quantitative data analysis which has been collected data from the students' reading test in the last phase of each cycle. It conclude that in each cycle there was the difference result of students' score as counted by mean score of the students' which has been decided by the number of students. In the first cycle of this research, the mean score of the reading test was 50,29. This considered as the first try of the research on purposed to increase students reading comprehension by using authentic materials. Therefore, the students' mean score was not considered as the best the result beside that the students' not improved significantly as expected. It

needed to be continued to the next cycle.

In the second cycle of this research, the students' mean score has significant improvement as expected. In the second cycle, the students mean score was 79,41. The improvements of each aspects of reading that happened from the first cycle to the second cycle also could be seen in this figure below:

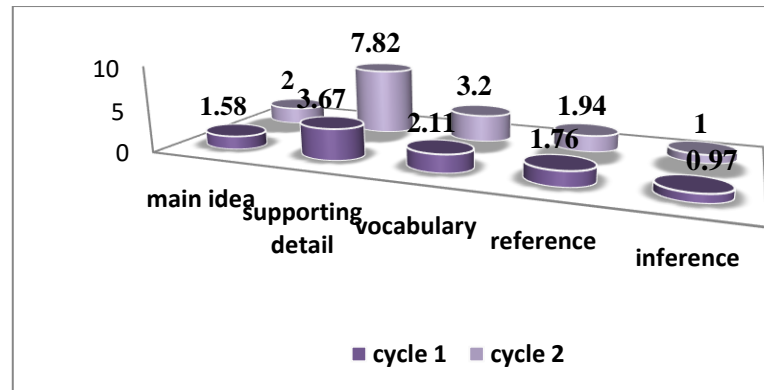


Figure 2 The Students' Improvement of Each Aspects

Based on the figure above, the researcher described that in each aspects of reading such as main idea, supporting detail, vocabulary, reference and inference had been improved from the test of first cycle to the test of second cycle. In the first cycle, main idea was 1. 58, supporting detail was 3. 67, Vocabulary was 2. 11, Reference was 1. 76 and inference was 0.97. Meanwhile, in the second cycle, main idea was 2.00, supporting detail was 7. 82, Vocabulary was 3. 20, Reference was 1. 94 and inference was 1.00. It showed that students had improvement in each aspects of reading.

DISCUSSION

The research to improve students' reading comprehension through authentic

materials brought satisfying result of improving students' reading comprehension. Based on the result which had been explained, the researcher concluded that the teaching and learning process by using authentic materials was effective to improve students' reading comprehension. Their ability improves from cycle to cycle. It can be seen through the improvement of all aspects or indicators, namely main idea, supporting detail, vocabulary, reference and inference.

Based on the qualitative data obtained from the observation, it was clearly seen that the authentic materials had good effect to the students. At first, the students did not have much enthusiasm in learning reading. They did not pay much attention to the text they read. The students did not understand the material well, they were not able to tell what recount text was. In the next cycle, the students tried to be more carefully in reading the text. The students showed their improvement in reading comprehension by using newspaper as the authentic materials than the first cycle before. In short, the students' showed the good progress in improving their reading comprehension by using authentic materials. Thi is also strengthen by Berardo (2006)¹⁷ stated that with using authentic materials students were able to

understand the material that given by the teacher better, because they would achieve a real model that inspire them. Furthermore, the students showed that they were enjoying in reading the text given by the teacher.

CONCLUSION

This research used the authentic materials to improve students' reading comprehension. The action research carried out in PAI Students of FTIK IAIN Pontianak shows that teaching reading using authentic materials significantly improve students' reading comprehension. Before the research, the students' ability in comprehending such texts was still low. Therefore, the researcher implemented a different technique using authentic materials to overcome the root of the problem so that students' reading comprehension can be improved.

By using authentic materials in teaching of reading comprehension on recount text the students were so enthusiastic and interested in following the lesson. Before the actions were implemented, the students found difficulties in comprehend texts and did not familiar with the reading strategies. However, after the actions were implemented, the students felt motivated and paid attention to the researcher. They wanted to join the teaching and learning process. The texts and activities were successful to enhance their motivation and trained the students to develop reading

¹⁷ Berardo, S. A. (2006). *The Use of Authentic Materials in the Teaching of Reading. The Reading*

strategies.

Based on the test conducted in the research, the students showed their improvement in reading comprehension. The students' average score in the cycle I was so poor. The students' average score was only 50.29. Then, there was significant improvement in the students' reading comprehension in cycle II. The students' average score was 79.41. Furthermore, the students' improvement in reading comprehension was good in this research.

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